

What is your Family Legacy?

Gail Greenberg, RJE | ggreen001@att.net

SUBJECT

Family B. Mitzvah Learning

TEACHER

At least 2 Educators

GRADE

5-6 graders and parents

OVERVIEW

Participants will explore how the lives of family members who lived before them influenced their lives and use these stories to better understand their own legacies. Families will create rituals for upcoming B. Mitzvah ceremonies that honor and remember the legacies of those who have died and bring them into their celebration.

GOALS

1. Open conversations between parents and children about family history and those family members who have died and cannot be with us will take place utilizing legacy items, photos and other memories
2. Families will create a sacred ritual to bring those who have died into the conversation, service and celebration
3. Families will have follow-up opportunities to further these conversations at home

PROGRAM

Length: 1.5 Hours

Space: Large room for all to gather; separate space to pull students for parallel activity

Supplies:

- TV with Computer connection to watch video
- Coins – enough for 1 per person at the table
- David Cards [David Cards | by Yoni Alon](#)
- Index Card
- Pens/Pencils
- 8 oz. canning jars with lids
- Washi tape
- Printed Labels (separate document)
- Other items to decorate jars (markers, stickers, etc)

IMPORTANT!!!: Prior to program ask parents to bring something to the session that is important to their family legacy – ie: a picture, a piece of Judaica, jewelry.

PLAN

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| <p>15 MINUTES</p> | <p>Welcome and brief explanation of why we are gathering. EDUCATOR:</p> <ul style="list-style-type: none"> ● L'dor va'dor – from Generation to Generation – what is a legacy? What legacies do we receive and share? ● For our purposes we will use this definition: <ul style="list-style-type: none"> ○ A legacy is something that is passed down from one generation to another, whether it's material, intangible, or cultural assets. It refers to the lasting impact or influence that a person or event has had on society. It can also refer to something that is inherited or left behind by a person or organization, such as a piece of property, a tradition, a reputation, or an idea. ● Explain that we will be seeing a clip from a video of a family making gefilte fish. Watch Gefilte Fish Video https://youtu.be/hwq_D83rKVA?si=mdoLOnoFqYynD-XR Start at 2:16-5:56 <p>Discussion–</p> <ol style="list-style-type: none"> 1. What did you notice when you watched this video clip? 2. What was the role of the grandmother in making the family's gefilte fish? the mother? the granddaughter? 3. How does the way they make the fish change or not change the importance of the gefilte fish to their family story/legacy? | |
| <p>5 MINUTES</p> | <p>Share that we will be splitting into 2 groups - one of parents and one of students - to do an activity, and give time for groups to move apart.</p> | |
| <p>15 MINUTES</p>  | <p>EDUCATOR WITH PARENTS: David Cards activity: Tell parents that we will be asking questions and they will have the opportunity to pick a card on the floor that best represents their answer to the question, reminding them there is no right or wrong question.</p> <ol style="list-style-type: none"> 1. Place cards on the floor around the room. 2. Ask participants to find a card that answers the question you ask. 3. Have group sit down and share why they chose that card with a partner. 4. Ask partners to share with group. 5. Repeat with other questions. | <p>EDUCATOR WITH STUDENTS: David Cards activity: Tell students that we will be asking questions and they will have the opportunity to pick a card on the floor that best represents their answer to the question, reminding them there is no right or wrong question.</p> <ol style="list-style-type: none"> 1. Place cards on the floor around the room. 2. Ask participants to find a card that answers the question you ask. 3. Have group sit down and share why they chose that card with a partner. 4. Ask partners to share with group. 5. Repeat with other questions. |
| <p>Questions:</p> <ol style="list-style-type: none"> 1. Which card represents how you feel as you head into the B. Mitzvah process? 2. Which card represents how you feel connected to your Judaism at this stage in your life? | | |

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| | <p>3. Which card represents how you feel when you think of family members who won't be able to be with you at this life cycle moment?</p> |
| <p>25 MINUTES</p> | <p>Come together.</p> <ul style="list-style-type: none"> ● Parents and Children are asked to share some of what they spoke about with each other. ● Redefine what a legacy is according to our definition. Can anything be added by participants at this time? ● Explain that families will be working together to learn more about their own family by talking about a special item, photo, or memory. ● Ask parents to get out the item they brought to the session. If they forgot an item, ask them to think of a memory. ● Think, Pair, Share <ul style="list-style-type: none"> ○ 5 minutes: Parents talk with their children about what they brought and the story behind it. What types of feelings/memories does it bring? Joy, sorry, resilience, family history, roots, connection, funny memories or something else. ○ 5 minutes: Ask parents and children to work together to make an index card with their family name and something that shares the story with others. Let them know that this card and their item will be shared. ○ 10 minutes: Legacy Museum: Have family members put their item and the story behind it on a table set aside. Have half of the group choose a person to stand at their museum legacy display. The other half of the group tours the museum to hear stories. After 5 minutes switch groups. ○ Invite everyone to come together and open up the room for conversations of what you may have learned about other families and what it may have triggered in your own family memories. |
| <p>25 MINUTES</p> | <p>Educator:</p> <p>During your service you have an important responsibility being given to you – taking on the role of Jewish adult. You become a part of a long line of Jewish adults beginning with Abraham, Isaac, Jacob, Sarah, Rebecca, Leah and Rachel, and going through generations until today.</p> <p>As you think about the most recent generations who are no longer with us, what from their lives would you want to remember as you are on the bima? As your family celebrates you? Do you share some of their characteristics? Love some of the same things they loved? Have a shared symbol that brings you all together?</p> |

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| | <p>(If you have a story to share about the way you honored/remembered someone at a family simcha share it now. See below for my story, which you are welcome to share.)</p> <p>We have a unique opportunity to remember and honor family members' legacies- how will you do it?</p> <ol style="list-style-type: none">1. Open up family conversation about something they like doing together as a way to honor legacies.2. Share that today we will be taking time to make a memory jar that has notes in it or small trinkets to honor/remember family stories and memories.3. Have supplies to create a Memory Jar that can be put out at the B. Mitzvah. (See below for explanation of Memory Jar project) |
| 5 MINUTES | Reflection and Wrap Up, challenging students and families to not only use these jars at their upcoming B. Mitzvah but to also continue to add to them and use them at life cycle events in the future! |

MY LEGACY STORY:

Many years ago my parents visited Israel, where my dad saw men bringing flowers home to their wives for Shabbat. He came home and the Friday evening tradition began - a floral bouquet for Shabbat came home with him each week. One week there was a rose with it for something special (that nobody can remember what it was!). My mom said "heck with the flowers - I love the rose" and 1 rose became an important symbol for my family. After my dad passed we had 1 rose at every simcha put in a discreet area so we knew it was there but others did not need to know. There was 1 for my dad at my wedding, 1 for dad at my son's Bar Mitzvah, and 3 for my dad and in-laws at my daughter's Bat Mitzvah. The legacy will continue at my daughter's wedding (HER idea! 😊) with 6 roses, 4 for her grandparents and 2 for her future husbands.

MEMORY JAR PROJECT:

1. Have supplies for memory jars set up either at 1 supply table or per table depending on the number of participants.
2. After explaining the purpose of the project, have families gather supplies and decorate their jars together.
3. Encourage families to put the first few slips with memories into the jars.



This resource was created as part of the Educator Fellowship, which was generously supported by The Covenant Foundation.

